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AUTHOR Lamberti, Joseph; Engstrom, Dorothy
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ABSTRACT

This packet of forms, instruments, and guidelines has been assembled to aid in the determination of the articulation status and needs existing in elementary-junior high school and junior-senior high school programs. The term "articulation" is understood to mean the smooth transition from one grade or subject area into the next with as little discontinuity and duplication as possible. Included in the packet are: (1) procedural suggestions for any program intended to assess needs in education; (2) a teacher questionnaire, assessing teacher beliefs in the levels of articulation and articulation awareness existing in the system; (3) an administrator questionnaire, surveying the same areas; (4) data collection instruments for questions asked in surveys 1 and 2; (5) an interpretation guide for questions in surveys 1 and 2; (6) a brief outline of a "Management by Objectives" model for implementing educational plans; (7) a discussion of administrators' role in articulation processes; and (8) a discussion of teachers' role in the improvement of articulation. (MJB)

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CURRICULUM ARTICULATION NEEDS ASSESSMENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Developed By:

Joseph Lamberti
Associate Professor
College of Education, UNI

Dorothy Engstrom
Educational Consultant
AEA VII, Cedar Falls

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TABLE OF CONTENTS

	Page
Introduction	1
Procedural Suggestions	3
Teacher Questionnaire	4
Administrators Questionnaire	6
Data Collection Instruments	8
Interpretation Guide for Questions	19
Implementing a Program of Articulation	22
Administrators Role in Articulation	24
Teachers Role in Articulation	26

INTRODUCTION

Today schools are being encouraged to assess the needs of their educational programs, to set goals, and to implement specific objectives to achieve them. One concern, vital to any educational program, that should be included in a needs assessment is the amount of articulation present or not present in the educational program. For definition purposes in this report, articulation is meant to mean the smooth transition from one grade or subject area into the next with as little discontinuity and duplication as possible.

When poor articulation is present all other goals in a program may be sabotaged because the people carrying out the program may be working toward goals individually instead of with a strength and purpose of unity. Repetition, discontinuity, irrelevant subject matter, poor communication, and isolation within a program must be searched out and eliminated before the program can achieve some assurance of being accountable to students and eventually reaching its goals.

There is often a gap between what articulation is theoretically happening in a school district and what is really happening at the operational level. This difference in perceptions can be valuable in establishing where and what conflicts prevent smooth articulation, where communication breaks down, where mutual concerns and understandings lie, and can also serve as a base-line measurement from which plans for improvement may begin.

The materials provided here should be considered as tools to get such a picture of perceptions as suggested above. The materials are designed to:

1. establish whether problems in articulation exist, and if they do, in what areas they are of most concern;

2. find what differences may be found between the articulation administrators perceive and what teachers experience;

3. estimate the starting point of commitment and need felt by those involved to achieve better articulation.

These materials are designed to be used primarily in assessing the articulation needs of elementary-junior high school program or a junior high school-senior high school program although it is expected that many of the situations, problems, and findings would be valid at other educational levels as well.

Elementary-junior high schools and junior high schools-senior high schools have been chosen to work with because they are the most often neglected areas in discussions of articulation. Much has already been written about high school-college articulation and quite a bit of information and many guidelines concerning articulation within the high school can be found. There is less focus in the literature on the junior high school, and kindergarten-sixth grade (K-6) articulation in a typical school is rarely reported because new "pre-articulated" curriculum materials are adopted and new labels such as "non-gradedness" are attached to a program.

Too often the problem of articulation is assumed to have been solved. This may be a damaging assumption. Steps should be taken to insure that articulation has in fact been effected to the extent anticipated. These materials are a way to begin such steps.

Joseph Lamberti
Dorothy Engstrom

PROCEDURAL SUGGESTIONS

I. A pre-requisite of any program intended to assess needs is the commitment of those initiating the program to utilize the findings to formulate a specific plan to meet the needs that are identified. If the commitment and support of administration is not present, the entire project could become a mere exercise in data collection.

II. Assuming commitment is present, the next step is to decide how many and who will be involved in the sample and to inform them of the plans and to ask for their cooperation. Cooperation is more easily obtained if the approach is so that participants feel that they will benefit personally as well as by being part of the total program. They need to feel that the project will be followed through and will not become just another idea that ends up in the "dead-file".

III. Establish a distribution plan for using the most effective procedure possible in the district. Fix responsibility on specific persons to be responsible for distribution and collection of questionnaires within a general time guide-line. Be prepared to use the follow-up reminders if needed.

IV. Collect data and tabulate results using the tables provided.

V. Analyze findings using the "Guide Questions for Interpreting Results", as well as by formulating your own questions to answer.

VI. Prepare visuals you may need, and collect all relevant materials for a meeting to interpret results to administrators, board members, or whoever needs to be involved at this point. Hold the meeting, bearing in mind it is essential to get understanding and commitment for those attending.

VII. Begin plans to get both administrators and teachers involved in formulating ideas for a workable policies and activities that could be implemented within the district to improve articulation. Suggestions might include general in-service of teachers to inform them, to share concerns, to gain support and to get everyone involved in brainstorming ideas about improving articulation. They might work on curriculum concerns as well as concerns on record-keeping and student information.

An ad hoc committee of teachers from both elementary and junior high schools could sift through the ideas, condense the material, and relate the suggestions to the articulation needs as spelled out by the survey. A different committee composed of representatives of both teachers and administration could tackle the problem of how to open and maintain communication between administrators and teachers as well as between teachers and teachers. Suggestions from the committees will undoubtedly result in further in-service at the building level and between elementary and junior high levels.

Your needs will be spelled out by the results of the questionnaire analysis. The needs will dictate more than anything the best procedures to use. The one factor that should be over-riding in any type of plan decided upon is that of involvement. The amount of commitment attained from the faculty will be directly related to the amount of personal involvement felt by the faculty.

TEACHER

QUESTIONNAIRE

TEACHER QUESTIONNAIRE

FOR PURPOSES OF THIS QUESTIONNAIRE, ARTICULATION IS CONSIDERED TO BE SMOOTH TRANSITION FROM ONE GRADE OR COURSE INTO THE NEXT WITH AS LITTLE DISCONTINUITY AND DUPLICATION AS POSSIBLE.

PLEASE FILL IN RESPONSES TO THE QUESTIONS AND RETURN THE QUESTIONNAIRE TO DR. NEAL WINKLER OF THE CENTRAL OFFICE IN THE ENVELOPE PROVIDED. YOUR COOPERATION IS ESSENTIAL TO THIS EFFORT TO CONDUCT A STUDY OF THE EDUCATIONAL PROGRAM, AND IS MUCH APPRECIATED.

1. WHAT IS YOUR LEVEL OF ASSIGNMENT? ELEMENTARY_____ JUNIOR HIGH_____ SENIOR HIGH_____

2. WHAT ACTIVITIES ARE UTILIZED IN THE DISTRICT TO WORK ON THE PROBLEM OF IMPROVING ARTICULATION? PLEASE PUT A CHECKMARK ON EACH APPROPRIATE LINE IN THE LEFT COLUMN TO INDICATE WHICH ACTIVITIES YOU HAVE IN YOUR DISTRICT. INDICATE WHERE YOU WOULD RATE THE EFFECTIVENESS OF THOSE ACTIVITIES YOU CHECKED ON A SCALE OF 1 TO 7; LOW TO HIGH, IN THE RIGHT COLUMN.

ACTIVITIES		EFFECTIVENESS (1 IS LOW, 7 IS HIGH)
_____	COMMITTEES OF TEACHERS WITH RELEASED TIME	_____
_____	COMMITTEES OF TEACHERS WITHOUT RELEASED TIME	_____
_____	BRIEFINGS OR MEMOS FROM CURRICULUM DIRECTOR	_____
_____	IN-SERVICE WITH RELEASED TIME	_____
_____	CURRICULUM GUIDES	_____
_____	RELEASED TIME FOR INTER-LEVEL MEETINGS	_____
_____	DEPARTMENT MEETINGS	_____
_____	STANDARDIZED STUDENT REPORTING	_____
_____	TEXT-BOOK COMMITTEES REPRESENTING K-12	_____
_____	STUDENT HANDBOOKS	_____
_____	ADOPTION OF CONTINUOUS PROGRESS	_____
_____	OTHER_____	_____
_____	NO ACTIVITY USED ENOUGH TO CHECK	_____

3. DO YOU BELIEVE THAT THE TEACHERS WITHIN YOUR EDUCATIONAL UNIT (ELEMENTARY, JUNIOR HIGH, SENIOR HIGH) KNOW WHAT BASIC MATERIAL, UNITS, AND OBJECTIVES YOU USE IN YOUR INSTRUCTION?

_____YES, QUITE SPECIFICALLY
_____YES, BUT ONLY IN A GENERAL WAY
_____NOT VERY EVIDENT
_____NO, MISCONCEPTIONS SEEM APPARENT
_____I DON'T KNOW

4. DO YOU BELIEVE THAT THE TEACHERS IN OTHER EDUCATIONAL UNITS (ELEMENTARY, JUNIOR HIGH OR SENIOR HIGH) KNOW WHAT BASIC MATERIAL, UNITS, AND OBJECTIVES YOU USE IN YOUR INSTRUCTION?

_____YES, QUITE SPECIFICALLY
_____YES, BUT ONLY IN A GENERAL WAY
_____NOT VERY EVIDENT
_____NO, MISCONCEPTIONS SEEM APPARENT
_____I DON'T KNOW

5. BELOW ARE LISTED SITUATIONS THAT INVOLVE ARTICULATION CONCERNS IN SOME WAY. IN THE BLANKS TO THE LEFT, RATE EACH SITUATION ON A SCALE OF 1 TO 7; LOW TO HIGH, ACCORDING TO THE FREQUENCY WITH WHICH YOU ENCOUNTER EACH SITUATION OR FEELING.

_____DIFFERENT REPORTING OF STUDENT PROGRESS IS HARD TO INTERPRET
_____STUDENTS LACK BACKGROUND MATERIAL YOU ASSUMED WAS PRESENT
_____STUDENTS ARE ALREADY FAMILIAR WITH A FILM, CONCEPT, ETC. YOU TRY TO INTRODUCE
_____TEACHERS IN LEVELS ABOVE YOU DON'T REALISTICALLY UNDERSTAND WHAT STUDENTS LEAVING YOUR LEVEL CAN BE EXPECTED TO KNOW
_____BACKGROUND INFORMATION YOU NEED TO KNOW ABOUT A STUDENT IS DIFFICULT TO LOCATE
_____YOU CANNOT EASILY FIND SPECIFIC INFORMATION ABOUT THE SKILLS LEVEL OF STUDENTS ENTERING YOUR CLASS
_____OTHER TEACHERS ARE NOT FOLLOWING THE SEQUENCE OF MATERIAL AND UNITS IN DISTRICT CURRICULUM GUIDES
_____NO OPPORTUNITY TO MEET WITH OTHER TEACHERS TO DISCUSS PROBLEMS
_____MATERIAL IS MIS-PLACED IN THE CURRICULUM CONSIDERING MATURITY LEVEL OF STUDENTS
_____YOU FEEL YOU DON'T HAVE ACCESS TO RESOURCES TO AID YOU IN UNDERSTANDING ARTICULATION PROBLEMS

6. WHAT IS THE FIRST THING YOU WOULD DO TO IMPROVE ARTICULATION WITHIN YOUR EDUCATIONAL UNIT (ELEMENTARY, JUNIOR HIGH, OR SENIOR HIGH) IF YOU HAD THE POWER TO DO SO?

_____
_____
_____
_____

7. WHAT IS THE FIRST THING YOU WOULD DO TO IMPROVE ARTICULATION BETWEEN THE ELEMENTARY SCHOOL AND JUNIOR HIGH SCHOOL? BETWEEN THE JUNIOR HIGH SCHOOL AND SENIOR HIGH SCHOOL?

_____
_____
_____
_____

8. HOW DO YOU MOST OFTEN FIND OUT ABOUT CHANGES IN CURRICULUM WITHIN THE DISTRICT? IN THE LEFT COLUMN CHECK THE 3 SOURCES THAT YOU THINK ARE ACTUALLY OPERATING MOST FREQUENTLY AT THE PRESENT TIME. IN THE RIGHT COLUMN, CHECK THE 3 SOURCES THAT YOU FEEL WOULD BE THE MOST IDEALLY SUITED TO CONVEY INFORMATION ABOUT CURRICULUM.

ACTUAL		IDEAL
_____	IN THE TEACHER'S LOUNGE	_____
_____	IN A DEPARTMENTAL MEETING	_____
_____	MEMO FROM PRINCIPAL	_____
_____	IN A MEETING WITH THE CURRICULUM DIRECTOR	_____
_____	MEMO FROM CURRICULUM DIRECTOR	_____
_____	SPECIAL IN-SERVICE	_____
_____	NOTICE FROM CENTRAL OFFICE	_____
_____	READING CURRICULUM GUIDES	_____
_____	BY ACCIDENT ONLY	_____
_____	NO EFFECTIVE CHANNEL	_____

9. HOW DO YOU FIND OUT WHAT OTHER TEACHERS ARE DOING? RATE EACH RESPONSE ON A SCALE OF 1 TO 7; RARELY TO VERY OFTEN, ACCORDING TO HOW COMMONLY EACH SOURCE PROVIDES YOU WITH INFORMATION ABOUT WHAT OTHER TEACHERS ARE DOING.

_____IN THE TEACHERS LOUNGE
_____DEPARTMENT MEETING
_____ARRANGED CLASS VISITATIONS
_____FACULTY MEETINGS WITHIN THE BUILDING
_____IN-SERVICE MEETINGS WITH TEACHERS FROM DIFFERENT GRADES OR LEVELS
_____INFORMATION FROM CURRICULUM DIRECTOR
_____INFORMAL VISITS BEFORE OR AFTER SCHOOL
_____BY ACCIDENT

10. ON THE SCALE BELOW THAT REPRESENTS LOW TO HIGH PRIORITY, CIRCLE THE NUMBER THAT YOU FEEL REPRESENTS THE PRIORITY THE DISTRICT ACTUALLY GIVES TO IMPROVING ARTICULATION WITHIN THE TOTAL EDUCATION PROGRAM.

LOW 1 2 3 4 5 6 7 HIGH

11. ON THE SCALE BELOW, CIRCLE THE NUMBER THAT REPRESENTS THE PRIORITY THE DISTRICT SHOULD GIVE TO ARTICULATION.

LOW 1 2 3 4 5 6 7 HIGH

ADMINISTRATORS

QUESTIONNAIRE

QUESTIONNAIRE FOR ADMINISTRATORS

FOR PURPOSES OF THIS QUESTIONNAIRE, ARTICULATION IS CONSIDERED TO BE SMOOTH TRANSITION FROM ONE GRADE OR COURSE INTO THE NEXT WITH AS LITTLE DISCONTINUITY AND DUPLICATION AS POSSIBLE.

PLEASE FILL IN RESPONSES TO THE QUESTIONS AND RETURN THE QUESTIONNAIRE TO DR. NEAL WINKLER OF THE CENTRAL OFFICE IN THE ENVELOPE PROVIDED. YOUR COOPERATION IS ESSENTIAL AND IS MUCH APPRECIATED.

1. WHAT IS YOUR LEVEL OF ASSIGNMENT? ELEM._____ JR. H._____ SR. H._____ CENTRAL ADMIN._____

2. WHAT ACTIVITIES ARE UTILIZED IN THE DISTRICT TO WORK ON THE PROBLEM OF IMPROVING ARTICULATION? PLEASE PUT A CHECKMARK ON EACH APPROPRIATE LINE IN THE LEFT COLUMN TO INDICATE WHICH ACTIVITIES YOU HAVE IN YOUR DISTRICT. INDICATE WHERE YOU WOULD RATE THE EFFECTIVENESS OF THOSE ACTIVITIES YOU CHECKED ON A SCALE OF 1 TO 7; LOW TO HIGH, IN THE RIGHT COLUMN.

	ACTIVITIES	EFFECTIVENESS (1 IS LOW, 7 IS HIGH)
_____	COMMITTEES OF TEACHERS WITH RELEASED TIME	_____
_____	COMMITTEES OF TEACHERS WITHOUT RELEASED TIME	_____
_____	BRIEFINGS OR MEMOS FROM CURRICULUM DIRECTOR	_____
_____	IN-SERVICE WITH RELEASED TIME	_____
_____	CURRICULUM GUIDES	_____
_____	RELEASED TIME FOR INTER-LEVEL MEETINGS	_____
_____	DEPARTMENT MEETINGS	_____
_____	STANDARDIZED STUDENT REPORTING	_____
_____	TEXT-BOOK COMMITTEES REPRESENTING K-12	_____
_____	STUDENT HANDBOOKS	_____
_____	ADOPTION OF CONTINUOUS PROGRESS	_____
_____	OTHER_____	_____
_____	NO ACTIVITY USED ENOUGH TO CHECK	_____

3. DO YOU FEEL THAT TEACHERS WITHIN THE ELEMENTARY SCHOOLS, THE JUNIOR HIGH SCHOOLS, AND THE SENIOR HIGH SCHOOLS KNOW WHAT BASIC MATERIALS, UNITS AND OBJECTIVES OTHER TEACHERS ARE USING?

_____YES, QUITE SPECIFICALLY
_____YES, BUT ONLY IN A GENERAL WAY
_____NOT VERY EVIDENT
_____NO, MISCONCEPTIONS SEEM APPARENT
_____I DON'T KNOW

4. DO YOU FEEL THAT TEACHERS IN THE VARIOUS SCHOOLS KNOW WHAT BASIC UNITS, MATERIALS, AND OBJECTIVES EACH OTHER ARE USING?

_____YES, QUITE SPECIFICALLY
_____YES, BUT ONLY IN A GENERAL WAY
_____NOT VERY EVIDENT
_____NO, MISCONCEPTIONS SEEM APPARENT
_____I DON'T KNOW

5. WHICH OF THE FOLLOWING AREAS REPRESENTS THE TYPE OF ARTICULATION PROBLEM YOU BELIEVE TEACHERS IN YOUR DISTRICT WOULD ENCOUNTER MOST OFTEN? RANK 1, 2, AND 3.

_____PROBLEMS CONCERNED WITH RECORD-KEEPING AND STUDENT FILE INFORMATION
_____PROBLEMS CONCERNED WITH CURRICULUM SEQUENCE OR MATERIALS
_____PROBLEMS CONCERNED WITH COMMUNICATION BETWEEN TEACHERS OR INFORMING TEACHERS

6. WHAT IS THE FIRST THING YOU WOULD DO TO IMPROVE ARTICULATION WITHIN ANY OF YOUR EDUCATIONAL UNITS, IF YOU HAD THE POWER TO DO SO?

_____

_____

_____

_____

7. WHAT IS THE FIRST THING YOU WOULD DO TO IMPROVE ARTICULATION BETWEEN THE ELEMENTARY SCHOOL AND JUNIOR HIGH SCHOOL? BETWEEN THE JUNIOR HIGH SCHOOL AND THE SENIOR HIGH SCHOOL?

_____

_____

_____

_____

8. HOW DO TEACHERS IN THE DISTRICT MOST OFTEN BECOME INFORMED OF CHANGES IN THE CURRICULUM? IN THE LEFT COLUMN CHECK THE 3 SOURCES THAT YOU THINK ARE ACTUALLY OPERATING MOST FREQUENTLY AT THE PRESENT TIME. IN THE RIGHT COLUMN, CHECK THE 3 SOURCES THAT YOU FEEL WOULD BE THE MOST IDEALLY SUITED TO CONVEY INFORMATION ABOUT CURRICULUM.

ACTUAL		IDEAL
_____	IN THE TEACHER'S LOUNGE	_____
_____	FACULTY MEETING WITH THE PRINCIPAL	_____
_____	MEMO FROM THE PRINCIPAL	_____
_____	MEETING WITH THE CURRICULUM DIRECTOR	_____
_____	IN A MEMO FROM THE CURRICULUM DIRECTOR	_____
_____	SPECIAL IN-SERVICE	_____
_____	NOTICE FROM THE CENTRAL OFFICE	_____
_____	READING CURRICULUM GUIDES	_____
_____	BY ACCIDENT ONLY	_____
_____	IN DEPARTMENTAL MEETINGS	_____
_____	NO EFFECTIVE CHANNEL	_____

9. HOW DO TEACHERS IN THE DISTRICT MOST OFTEN FIND OUT WHAT OTHER TEACHERS ARE DOING? RATE EACH RESPONSE ON A SCALE OF 1 TO 7; RARELY TO VERY OFTEN, ACCORDING TO HOW COMMONLY EACH SOURCE PROVIDES TEACHERS WITH INFORMATION ABOUT WHAT OTHERS ARE DOING.

_____ IN TEACHERS LOUNGE
_____ ARRANGED CLASS VISITATIONS
_____ DEPARTMENT MEETINGS
_____ FACULTY MEETINGS WITHIN THE BUILDING
_____ IN-SERVICE MEETINGS WITH TEACHERS FROM DIFFERENT GRADES OR LEVELS
_____ INFORMATION FROM CURRICULUM DIRECTOR
_____ INFORMAL VISITS BEFORE OR AFTER SCHOOL
_____ BY ACCIDENT

0. ON THE SCALE BELOW THAT REPRESENTS LOW TO HIGH PRIORITY, CIRCLE THE NUMBER THAT YOU FEEL REPRESENTS THE PRIORITY THE DISTRICT <u>ACTUALLY GIVES</u> TO IMPROVING ARTICULATION WITHIN THE TOTAL EDUCATIONAL PROGRAM.

LOW 1 2 3 4 5 6 7 HIGH

1. ON THE SCALE BELOW, CIRCLE THE NUMBER THAT REPRESENTS THE PRIORITY THE DISTRICT <u>SHOULD GIVE</u> TO ARTICULATION.

LOW 1 2 3 4 5 6 7 HIGH

DATA COLLECTION

INSTRUMENTS

DATA COLLECTION SHEETS

Question #2

Place a tally in the appropriate box to record responses to question #2. Place a tally under the column in the 1 to 7 scale to indicate what effectiveness rating the activities received. Keep a separate count as you go of the number of teachers marking only one response other than the last response.

	Frequency		Effectiveness Rating						
	Teachers	Admin.	1	2	3	4	5	6	7
committees of teachers with released time									
committees of teachers without released time									
briefings or memos from curriculum director									
in-sevice, specifically for articulation									
curriculum guides									
time for inter-grade or inter-level meetings									
standardized student reporting									
text-book committees representing K-12									
student handbooks									
adoption of continuous progress concepts									
other _____									
no activitiy used enough to check									
no response									
Total tally	_____	_____							

Number of those marking only one response other than the last one, "no activities used enough to check" _____ (total) _____

Question #2 con't

Place the total of tallies for each response from the first sheet in the appropriate boxes. Figure the percentages of teachers and of administrators marking each response.

	Frequency				Most frequent rating	
	Teachers		Admin.		Teachers	Admin.
	no.	%	no.	%		
committees of teachers with released time						
committees of teachers without released time						
briefings or memeos from curriculum director						
in-service, specifically for articulation						
curriculum guides						
time for inter-grade or inter-level meetings						
standardized student reporting						
text-book committees representing K-12						
student handbooks						
adoption of continuous progress concepts						
other_____						
no activity used enough to check						
no response						
totals						

Question #3

Tally responses to question #3 by groups of elementary teachers, junior high teachers, and administrators. Total the number of responses to each category. Find the percentage of responses in each category out of the total in each group of participants.

	Elementary teachers tallies	no.	%	Jr. H. teachers tallies	no.	%	Administrators tallies	no.	%
yes, specifically									
yes, generally									
not very evident									
no, misconceptions									
I don't know									
no response									
totals									

Question # 4

Tally responses to question #4 by groups of elementary teachers, junior high teachers, and administrators. Total the number of responses to each category. Find the percentage of responses in each category out of the total in each group of participants.

	Elementary teachers tallies	no.	%	Jr. H. teachers tallies	no.	%	Administrators tallies	no.	%
yes, specifically									
yes, generally									
not very evident									
no, misconceptions									
I don't know									
no response									
TOTALS									

Question #5 (Teachers' form)
Tally the responses for the Elementary and Junior High teachers. Total the number of tallies. Find the percentage each choice is of the total for each group of teachers.

	Elementary teachers tallies	no.	%	Jr. High teachers tallies	no.	%
reporting is hard to interpret (a)						
students lack background(b)						
students already familiar (b)						
other teachers unrealistic (c)						
backgound hard to locate (a)						
can't find skills level (a)						
teachers not using guides (b)						
no opportunity to meet others (c)						
material misplaced for level (b)						
no access to resourses (c)						
no response or inappropriate						
TOTALS						

Following each answer choice is an "a", "b", or "c". From the tallies, figure the totals of all "a" responses, "b" responses and "c" responses.

	total	rank, 1 to 3(most to least named)
"a" responses (problems with record-keeping and student files)	_____	_____
"b" responses (problems with curriculum sequence or materials)	_____	_____
"c" responses (problems with communication to or between teachers)	_____	_____

Question #5 (Administrators' form)
Tally each response in the appropriate rank column. Find the most frequently given rank for each answer choice.

	Tallies of ranks given 1	2	3	most frequent rank
problems with record-keeping and student files (a)				
problems with curriculum sequence or materials (b)				
problems with communication to or between teachers (c)				

inappropriate or no response_____

Question #6

Begin by listing the main points of the suggestions. (Ex. "Improve curriculum guides", or "Give teachers released time for visiting classrroms") When a suggestion is similar to one already given, put another tally by the first one rather than list it again. Try to group the suggestions into as few categories as possible without misrepresenting the intended meaning.

Suggestions	Elementary teachers tallies	no.	Jr. High teachers tallies	no.	Admin. tallies	no
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
Other						
No response						
TOTALS						

Question #3
Follow the directions as given in question #6 .

Suggestions	Elementary teachers tallies	no.	Jr. High teachers tallies	no.	Admin. tallies	no.
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
.						
.						
.						
.						
.						
Other						
No response						
TOTALS	24					

Questions #6 and #7 con't
After completing the sheets for questions # and # , choose the 5 suggestions from each group that are named most often.

Elementary teachers

1. _____

2. _____

3. _____

4. _____

5. _____

Junior High teachers

1. _____

2. _____

3. _____

4. _____

5. _____

Administrators

1. _____

2. _____

3. _____

4. _____

5. _____

Question #8
Tally the responses of the teachers and the administrators in the appropriate boxes. Total the number of tallies for each answer choice. Find the percentage of responses in each category given by both groups.

	Teachers tallies	no.	%	Administrators tallies	no.	%
in the teachers' lounge						
faculty meeting with the principal						
memo from the principal						
meeting with curriculum director						
memo from curriculum director						
special in-service						
notice from central office						
reading curriculum guides						
by accident only						
in department meetings						
Inappropriate or no response						
TOTALS						

Question #9
Follow directions as above for question #8.

	Teachers tallies	no.	%	Administrators tallies	no.	%
in teachers' lounge						
arranged class visitations						
faculty meetings in building						
inter-grade, inter-level meet						
info from curriculum director						
informal visits						
by accident						
in department meetings						
inappropriate or no response						
TOTALS						

Question #10

Place a tally in the appropriate box for each response. Find the average scale rating for the teachers and for the administrators.

	Scale 1	2	3	4	5	6	7	average scale rating
Teachers								_____
Administrators								_____

Question #11

Place a tally in the apporpriate box for each response. Find the average scale rating for the teachers and for the administrators.

	1	2	3	4	5	6	7	average scale rating
Teachers								_____
Administrators								_____

Questions #10and #11

Keep a tally of both teachers and administrators that mark #10and #11 with the same priority rating or mark #10higher than #11. Figure what percentages they are of all responses in each group.

	tally	no.	%
Teachers	_____	_____	_____
Administrators	_____	_____	_____

Find the difference between the average teacher rating in #10 and #11. Do the same for the administrators. Find the difference between the two answers just obtained.

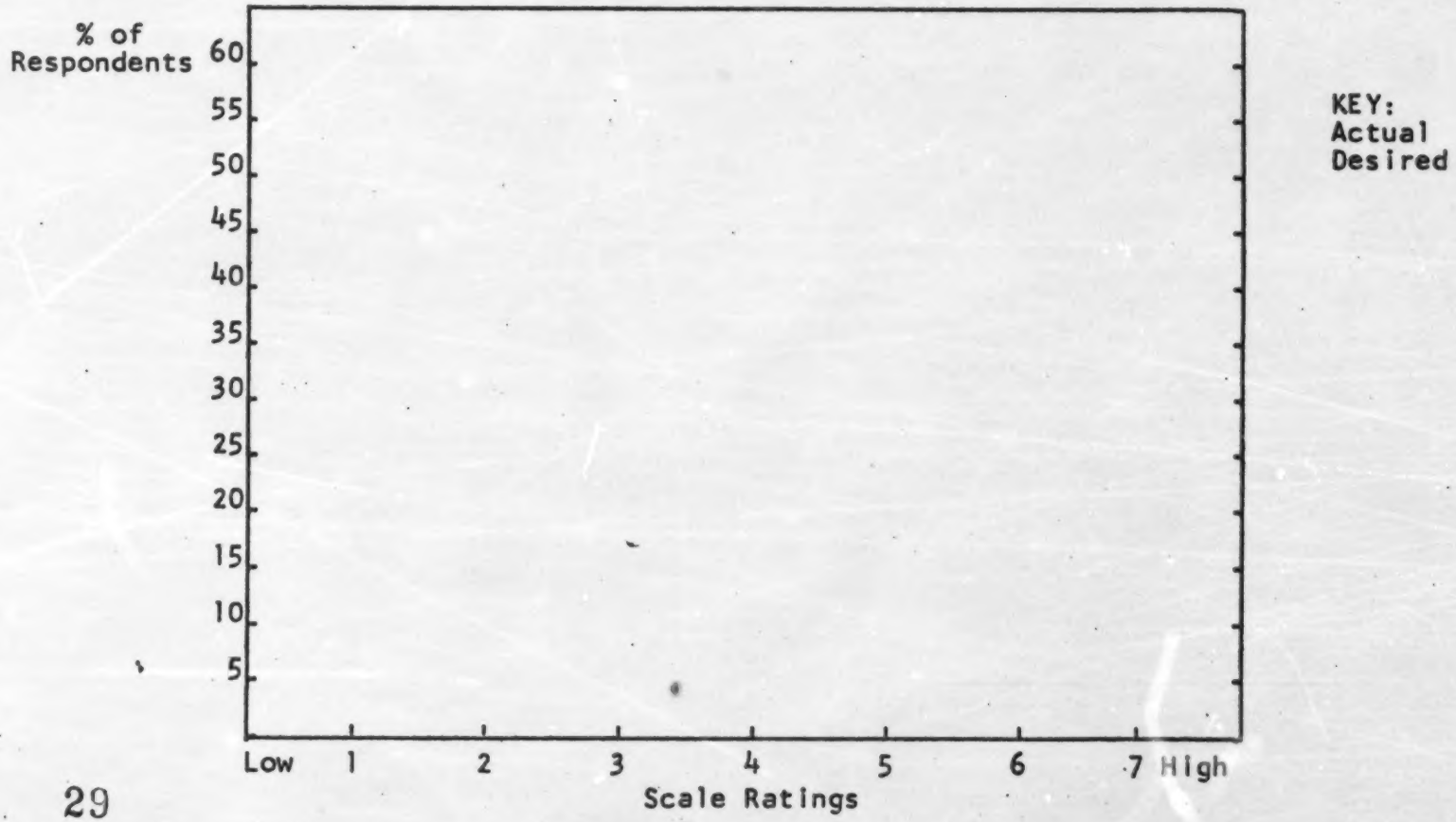
Teacher average #10- #11 = _____ Teacher difference _____

Administrator average #10- #11 = _____ Administrator difference - _____

Questions #10 and #11 Continued

What priority does the district actually give to improve articulation within the total education program?

What priority should the district give to articulation?



INTERPRETATION GUIDE

FOR QUESTIONS

INTERPRETATION GUIDE FOR QUESTION #2

What activities are utilized in the district to work on the problem of improving articulation?

1. Is there a discrepancy in the types of activities that administrators perceive as going on but that teachers do not?

2. Are there discrepancies between the percentages of administrators and teachers marking the different activities?

3. Are there differences in the type of activities perceived by teachers at different levels?

4. Do teachers within levels generally agree on which activities are present or not?

5. Do teachers and administrators agree as to which activities are effective?

6. Are those activities rated most effective used frequently? Are the most frequently marked activities rated low in effectiveness?

7. Does the number of teachers that see no activity present seem significant?

8. Are teachers aware of district options?

9. Do some levels seem to be more involved in articulation activities than others?

INTERPRETATION GUIDE FOR QUESTIONS #3 & #4

Do you believe that the teachers within your educational unit (elementary, junior high, senior high) know what basic material, units, and objectives you use in your instruction?

Do you believe that the teachers in other educational units (elementary, junior high or senior high) know what basic material, units, and objectives you use in your instruction?

1. Are there differences in the way that the different groups of teachers responded? Are there differences between the teachers and administrators?

2. Which group is most optimistic? Which is most pessimistic? Could this be related to how the group responded to question nine?

3. Are there differences in the response patterns of questions #3 and #4?

4. How do responses fit with anticipated results?

5. What is the general picture of the extent to which teachers are informed about what others are doing? Could this be related to the effectiveness ratings given by teachers in question #2?

INTERPRETATION GUIDE FOR QUESTION #5

What is the frequency in encountering articulation problems?

1. Do teachers in different groups experience substantially different kinds of problems?

2. Which individual situations are experienced most by each group of teachers? Is there a situation that is a problem area common to all groups?

3. Which types of situations involving poor arituclation are most common to teachers-those concerned with curriculum issues, those concerned with pupil record keeping, or those revealing a lack of communication between teachers? Does this correlate with the ranks given by administrators? Is there essential agreement?

INTERPRETATION GUIDE FOR QUESTIONS #6 & #7

What is the first thing you would do to improve articulation within your educational unit (elementary, junior high, or senior high) if you had the power to do so?

What is the first thing you would do to improve articulation between the elementary school and junior high school? Between the junior high school and senior high school?

1. Are there any suggestions that have substantial agreement within a group?

2. Are there any suggestions that have substantial agreement among the groups?

3. Are there suggestions made often by one group but not by the others? What might account for this difference?

4. Do the responses reflect a sufficient understanding of what can aid smooth articulation?

5. Do groups see articulation problems within their units requiring different solutions than those that are needed between units?

6. What suggestions are more feasible than other in terms of the district's resources?

INTERPRETATION GUIDE FOR QUESTION #8

How do you most often find out about changes in curriculum within the district?

1. How many teachers marked "By accident only" or "No effective channel"?

2. What roles do principals and curriculum directors play as a link in communication?

3. Is there a noticeable difference between the sources checked by administrators and those checked by teachers? Is there indication that there is a by-pass or blockage within the intended communication?

4. Are there very many "Actual" and "Ideal" sources that are the same? Are some sources considerably more used than others? Can this be turned to an advantage?

5. Are there differences in what is experienced by the different groups of teachers? Do some groups seem to have better channels of communication than others?

6. Is there a relationship between this question and the effectiveness ratings for the activities in #2?

INTERPRETATION GUIDE FOR QUESTION #9

How do you find out what other teachers are doing?

1. How frequently do teachers find information about what other teachers are doing through accident?

2. Do teachers learn more about what other teachers are doing as a result of planned district activity or as a result of individual informal efforts?

3. Do teachers not take advantage of what is available from the district, or are there very limited opportunities within the district?

4. Do teachers know about sources or activities they could use but do not? Why or why not?

5. Is there a relationship between the general picture obtained in questions #3 and #4 and the picture obtained here?

6. Is there a difference in the answers given by the different groups? Do some groups seem to get more out of planned district communication than others?

INTERPRETATION GUIDE FOR QUESTIONS #10 & #11

What priority does the district actually give to improve articulation within the total education program?

What priority should the district give to articulation?

1. Is there a difference in the amount of priority now given as perceived by the administrators and the teachers? Is there a difference in desired priority?

2. Is the desire for greater district priority to be given to articulation concerns found in either or both groups?

3. Are a greater percentage of teachers or administrators satisfied with the status quo?

4. Do administrators see articulation as a high priority item?

5. What picture do you get of the readiness of both groups to consider serious action to improve articulation?

IMPLEMENTING A PROGRAM OF ARTICULATION

A device for implementing educational plans that appears to be receiving much attention at the present time is the Management By Objectives (MBO) technique. There are many models of this to be found in the professional literature, all similar in that they represent a systems approach to problem-solving. Here is a brief outline adapted from one MBO model.

1. The first step would be to assess the needs of the school relative to the effectiveness of its articulation efforts.

2. The priorities of the system then must be identified and transmitted to the staff. (Through the staff itself must be totally involved in sifting the priorities.)

3. A critique should follow the priorities identification, again with total staff participation. Each educational unit would make a response to the priorities in articulation identified for the system.

4. The administration reviews the results of the critiwue and then feedbacks to the faculty the priorities on articulation identified by the various units in the district structure.

5. The principal and faculty consider good articulation practices and select those most applicable to that particular building or level. For example, subject matter continuity would probably be of more interest to secondary educators, while social adjustment might be given a higher priority in elementary schools.

6. Each local school should produce performance-oriented written objectives concerning articulation. These should be stated in quantifiable terms, insofar as is possible, indicating what will be accomplished within a certain time frame. The objectives should specify precisely "how much and when." To develop a feasible program, the school should limit its major objectives to no more than ten.

7. The objectives from the various school units must be reviewed by the district administration. In some cases a specific school might need to be persuaded to revise its objectives so that they will better fit into the district-wide priority grid. This same type of review should be carried out at the school level.

8. The final written objectives in articulation (for that academic year) would now be ready to be carried out.

9. The faculty of the school must be directly involved in the operational phase if it is to have any appreciable impact on general school practices.

10. The implementation phase, with constant progress monitoring throughout the year, goes forward.

11. The penultimate step is the evaluation at the close of the year of the school's efforts, based on the performance-stated objectives.

12. The last step in this sequence is to start over again with a new needs assessment the following year. Thus the process is self-renewing.

IMPLEMENTING A PROGRAM

OF ARTICULATION

As previously mentioned, this is but one model, and even it must be adjusted to fit any one school situation. Nevertheless, serious consideration should be given to a systems approach which does employ the basic elements of 1) needs assessment, 2) the establishment of priorities, 3) the statement of objectives in measurable terms, and 4) an evaluation in terms of the specified objectives. Unless the articulation program invovles careful planning, specifically stated objectives, and an element of accountability, the chances are it will not be successful.

*taken from "Fostering Articulation Within and Between Schools" by Paul Brimm

ADMINISTRATORS ROLE

IN ARTICULATION

ADMINISTRATOR'S ROLE IN ARTICULATION

Some ideas and projects that administrators (central office, building, or department) may want to consider as they embark on such a program of articulation might be:

1. System-wide curriculum planning must be organized and directed by the administration, but wide faculty participation in planning is essential, as is the dissemination of information to all concerned.

2. Intervisitation of teachers within a given building or among buildings can promote better understandings and clearer perceptions of the total program. Real understandings do not happen by fortuity. A system must be established to coordinate the mechanics of the plan. Substitute teachers must be arranged for, follow-up programs must be initiated, and other details and resources must be considered.

3. The administration is responsible for the in-service activities that are conducted within a building on a system-wide basis. Pre-school workshops as well as in-service days should be planned to give adequate time and attention to the problems of articulation.

4. Provisions should be made to formulate and staff a program of curriculum development in which articulation problems are given full attention. The sequential development of curricular experiences should be one of the major responsibilities of the curriculum director and/or the coordinators in the various subject matter areas.

5. In development of program, the catalyst in the school system is the superintendent and at the building level the catalyst is the principal. The sequential development of curricular experiences is of sufficient improtance to demand the lively attention of these leaders. Since the instructional program is the main concern of the school, it would seem appropriate that the superintendent and the principal participate personally in the planning and development of activities promotive of good articulation practices. When the top administrative officials do not attend to these concerns, teachers usually interpret this as meaning that it is of limited importance.

6. Whether desirable or not, in many schools the textbook is the major device providing articulation in the subject areas. In view of this, the administration should make certain that textbook selection committees are aware of their responsibilities for subject/content articulation. Guidelines should be developed to direct the selection process. These guidelines should include the requirement that textual materials for a given course must accord with the total instructional pattern of the school and the district.

7. To facilitate articulation, a curriculum guide for each subject area should be developed for the K-12 program. Moreover, these guides must be revised constantly. Unless this task is given a high priority by the administration, it is likely that neither the development nor the revision will be done well.

8. Articulation problems inevitably evolve from a lock-step graded program. Conversion to a non-graded school configuration would eliminate many of these problems. Alternative designs could include open spaces, multi-age and multi-grade groupings, continuous progress on a subject-by-subject basis, or "canned" programs such as Project Plan or Individually Guided Education.

9. A coordinated system of reporting pupil progress would help materially to improve the total educational program. It is essential that there be an adequate reporting of performance to the child, to the parents, and to other teachers, especially as the student advances from one grade level to the next. Administrative direction should insure that progress reports are both informative and properly used. It is vital that the reporting system be based on a philosophy fully acceptable to all grade levels.

10. A systematic program should be developed to identify the learning skills to be attained at the various levels and to make certain that the record of the students proficiency in these skills is transmitted to the teachers at the next higher level.

11. Provisions should be made for regular departmental meetings not only within the given building but also among the various schools within the system. Articulation of one grade level with the next generally focuses on the subject area. If effective coordination is not achieved there, the more complex problems of articulation certainly cannot be solved.

12. The specification of general objectives for the total school program is fundamental to the coordination of the full educational program for the child. To make this a functioning tool, it must be followed by the development of more specific learning objectives at each grade level and in each subject area. The instructional staff should develop these objectives, but the responsibility for the leadership in this task is the administrator's.

13. A community resource file should be developed by the administrative staff to assist the teachers in providing meaningful learning experiences. If unneccessary repetition and gaps are to be avoided, the administration (in the school and in the central office) needs to coordinate the program of field experiences. A handbook of suggested field trips and speakers for the various grade levels should be provided.

14. One administrative device that has been successful in several systems is the use of a continuing committee on articulation. As with any committee if it is to function properly, time must be provided for memebers from various buildings and various grades to meet. Top level administrative support is essential here.

*taken from "Fostering Articulation Within and Between Schools" by Paul Brimm

TEACHERS ROLE

IN ARTICULATION

TEACHER'S ROLE IN ARTICULATION

Following is a list of the kinds of things teachers have done to improve articulation. These are presented as worthy of examination. Some may not be adaptable to a given school, but at least a few of the ideas on the list should be applicable to any situation.

1. Teachers should participate as members of system-wide curriculum planning committees. The personnel serving on those committees must then keep their colleagues informed as to the procedures and plans under consideration. Also, they must help orient their own staff members to the use of K-12 curriculum guides and other documents produced in such planning.

2. Visitation to other buildings or to classes within the same building will do much to promote effective articulation. This visiting should entail classroom observation and extended conferences between teachers. Some schools have worked out an exchange basis for these visits; this can be done formally or informally and for varying time periods--days, weeks, even a full year.

3. Each faculty member has a responsibility to work toward the improvement of his professional competencies. The problems of articulation should not be slighted in this total in-service development, which may be sponsored by the school or may be teacher-initiated in such activities as attending conferences, workshops, or summer school. In planning his professional improvement, the teacher needs to consider his growth in the import of problems connected with educational articulation.

4. Teachers should (and usually do) play an important role in textbook selection. In carrying out this task the teacher must be careful not to let personal bias interfere with an objective view of the total educational sequence. It is too easy for a teacher to request an "off beat" text which would isolate a given course from the sequential development of the total curriculum.

5. In schools in which textbooks determine the major content of the instructional program, it would be desirable for each teacher to have copies of the textbooks used by the pupils in previous years and copies of those to be used in later grades. These textbooks should occupy a prominent place on the teacher's bookshelf and should be referred to often. In schools that depend more on course guides, each teacher should have copies of the total program.

6. The teacher, either as a part of the total school or within the classroom, could initiate programs of continuous progress which would begin with a pre-test or diagnosis then proceed to a program which would start the individual child where he is and let him proceed at his own rate and level of achievement.

7. Adequate reporting of pupil progress by the teacher is very important, and these reports must be made available to teachers at the next level. By the same token, the teacher must make proper use of reports sent from the lower level. These reports need to reflect social, emotional, and other adjustments, as well as academic achievement of the student.

8. Teachers must recognize the value of departmental meetings, participating fully in them so that the necessary information on the sequence of educational experiences can be considered in effecting the various levels of the total program.

9. An exchange of examples of the type of work accomplished at the various levels is a valuable in-service activity. An eighth grade art teacher could profit from examining art produced at the elementary level, as well as art objects created in senior high school classes. The same process could be valuable for industrial arts, English composition, science projects, and many other subject areas.

10. Teachers are obligated to develop specific objectives for each course, and these objectives should be shared with other teachers. In-service programs built around the objectives from various levels will do much to provide an understanding of what learning experiences are being provided from grade to grade.

11. If elementary teachers would write reports designed specifically for junior high teachers, this could result in a better understanding of the children in their first year of junior hgih school.

12. Elementary teachers can make a real contribution to articulation if their services are utilized to help junior high school teachers in continuing the reading program, which must be stressed in all the subject areas of the secondary school. The best approach would seem to be an in-service program to aid junior high teachers in developing practicable skills in the teaching of reading.

13. Junior high and senior high teachers could help elementary teachers by serving as subject matter consultants in areas where the elementary teachers may not have sufficient depth of preparation.

14. Exchange programs in activities such as music, drama, science displays, and others could help both the pupils and the teachers get a better view of the instructional program being offered at various levels.

15. Each classroom teacher has the responsibility to point out to students the future educational and vocational opportunities available in the particular subject matter area under discussion.

*taken from "Fostering Articulation Within and Between Schools" by Paul Brimm